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DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF
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COÖPERATIVE TEACHING IN THE TRAINING SCHOOLS OF
ROCHESTER, N. Y.

BY ELIZA P. REID, R.N.

The plan aimed, first, to provide teaching for the preliminary classes in three schools in Rochester (Rochester General, Homeopathic and Hahnemann), at the same time to improve and standardize methods, and to put our teaching upon a more practical working basis. Interest, stimulus, and mutual assistance among the teachers of the different schools were also important factors, and very much has been gained from interchange of ideas and discussion of common problems.

Each school has a resident practical instructor who gives the demonstrations in Practical Nursing, teaches Theory of Nursing, Bandaging, preliminary Materia Medica, and supervises class room and ward practice. A senior student who has shown some teaching and executive ability acts as assistant to the practical instructor, in this way receiving valuable experience for future executive or teaching work.

A supervising instructor, (non-resident), is employed by the three schools. She teaches Anatomy and Physiology, Bacteriology, and Hygiene, giving about an equal amount of time to teaching and supervision in the three schools. The laboratory work in bacteriology in two of the schools is given by the pathologist.

The present three months' probation term seems inadequate for the large amount of work which we require of the students, and the possibility of extending this to five months is being seriously considered. If this is done, it is probable that more time will be given to actual ward practice during this period.

The amount of time given to each subject may be of interest: Practical nursing demonstrations, 34 hours; Theory of Nursing, 18 hours; preliminary Materia Medica, 15 hours; class-room practice, 120 hours; bandaging, 15 hours; Anatomy and Physiology, 60-70 hours, (including 8 to 12 hours laboratory work); Bacteriology, laboratory, 25 hours; theory, 15 hours; Pathology, 10 hours; Hygiene, 15 hours; History of Nursing, 8 hours; Ethics, 8 hours; Dietetics, 30 hours.

A sample class schedule for one week: Demonstrations, Monday, Wednesday and Friday; Theory of Nursing, Monday and Wednesday;

Bandaging, Monday, Tuesday and Thursday; Materia Medica, Tuesday and Saturday; Anatomy and Physiology, Tuesday, Thursday, Friday and Saturday; Bacteriology, theory, Tuesday and Thursday; Bacteriology, laboratory, Friday (3 hours); Hygiene, Thursday; Dietetics, Tuesday and Friday; class-room practice, 2 hours daily.

Ethics is given for one hour each week, during the first eight weeks, and when this and one other subject are completed, History of Nursing is started. The students are on the ward from two to three hours each day, and are given three hours off duty.

A sample day's schedule:

7-8	a. m., Wards
8-9	a. m., Materia Medica
9-10	a. m., Bacteriology
10-12	a. m., Dietetics, laboratory
12:30-1:30	p. m., Wards
1:30-3	p. m., Anatomy and physiology
3-6	p. m., Off duty
6-7	p. m., Wards

With the exception of Anatomy and Physiology, these subjects are completed during the probation term. As this subject was carried over, matters were complicated for the instructor, and in order to carry the double program we combined the classes in Bacteriology and in Hygiene. The classes meet in the different schools alternately for these subjects, so that the visiting is about equally divided between the classes. This plan has worked out satisfactorily, and I believe the classes enjoy the change and the added interest from meeting together.

With the exception of a few minor details, the instruction given in the preliminary course in the three schools is identical. In order to make this, and better methods of teaching possible, the demonstration rooms have been fitted out as ward units, with standard equipment, with utility room, medicine closet, linen room, etc. The equipment corresponds to that in use in the wards, and is kept in the same corresponding location. This means a more workable knowledge for the student, a saving of time for both student and instructor when in the ward, and much more efficient work.

We feel that this is one of the most important factors in teaching practical nursing, that the nurse learns to do a thing in the way in which she will be able to do it in the ward. Otherwise there is confusion of ideas, waste of time, and poor results; an unquestionable lack of economy. This means, of course, that the wards must keep pace with the class room, that one should advance with the other.

Just as soon as the student has mastered the technique of a certain procedure in the class room, she is allowed the first possible opportunity to practice this in the ward, under the supervision of the instructor or her assistant. The student is then considered qualified to carry out this procedure. Reviews, tests, and examinations are given in practical work, as in the other subjects.

Dietetic laboratories have been equipped, making possible the proper teaching of this subject. Laboratories for bacteriology and anatomy are equipped simply, but adequately, where the students can do individual work. A very excellent and practical laboratory course is given in bacteriology. The nurse learns the meaning and value of good technique, the proper handling of sterile materials, and the care necessary to prevent infection. She makes culture media, sterilizes, grows her own cultures, makes tests for bacteria in air, water, milk, dust, and on hands, she learns the use of the microscope, and the meaning of certain common diagnostic tests.

Excursions are arranged that correspond to the work in bacteriology and hygiene, and include visits to the city water supply, garbage disposal and incinerating plants, pasteurizing plants, to the fresh-air school, the dental dispensary, and other places of interest.

In connection with her class work in bacteriology, each student makes a report on some subject of interest to the class. These reports are read in class, where questions may be asked, or criticism offered. Such subjects are: The Local Board of Health, Methods of Milk Production, Sterilization, Practical Value of Bacteriology to the Nurse.

Most interesting and satisfactory are the practical applications made by the class in the subject of Anatomy and Physiology. I do not think this would be possible if the pupils were kept off the wards for this preliminary period. The opportunities for observation make possible the application of knowledge gained in the class room.

Conferences are held each week, where the instructors discuss problems and exchange ideas. Classes are visited, methods and results observed, and later discussed. In order to keep in touch with the administrative problems, we frequently meet with the superintendents of the schools; this close coöperation with the administrative side is essential if good class room work is to be accomplished. Along with definitely technical subjects, such problems as courtesy, coöperation, and appreciation, have received attention.

With the prevailing high prices, the cost of equipping a class room might appear excessive, but when the results obtained are carefully considered, it leaves no room for doubt but that the increased efficiency of the nurse more than offsets the necessary expenditure. One demonstration room in use before the period of high prices,

received added equipment this last year, to bring it up to the ward standards, at an approximate cost of \$400.00. This room is a ward unit with six beds, one crib, the regulation number of chairs and bed-side tables. Included in this estimate is the utility room with its furnishings, the medicine closet, linen room, and a large table with trays equipped for the different nursing procedures.

In another school, a large basement room was used, which necessitated installing heat, water, gas, and lighting, at an approximate cost of \$500.00. Furniture included six beds, chairs, bed-side tables, desk, and cabinets,—\$500.00; general equipment, \$300.00; making a total of about \$1300.00 to \$1500.00. The result is a very desirable class room, well lighted and ventilated, and large enough for lectures (desk chairs are included in the furnishings), demonstrations, and general class work. The bacteriology laboratory in one school was enlarged and equipment added, at a cost approximating \$300.00. The smaller laboratory had been equipped about three years before, at a cost of from \$150.00 to \$200.00. This of course is the initial cost, and with a small expenditure each year they can be kept in good working order, where real teaching can be done.

HOW THE VISITING TEACHER CAN HELP SOLVE THE PROBLEM OF TEACHING IN THE SMALLER SCHOOLS

BY FANNY HOWE SANFORD, R.N.

Six years ago there was one visiting teacher of nurses in New York, not long after another nurse started the same work in Boston. To-day there are four visiting teachers in and around New York, with demand enough for another, and Boston is also ready for at least one more. The work is spreading to other parts of the country and is proving a very practical solution for some of the teaching problems of the smaller schools particularly.

Advantages to the school.—To the school there are several advantages in this method of instruction which are worth consideration. The institution does not have to give up valuable space in the nurses' hall to a teacher, does not have to launder more white uniforms, nor feed an extra person, except for an occasional meal. Moreover, in the case of the small, or hundred-bed hospital, for example, there will not be enough pupils or classes to require the full time of a trained teacher. The cost of hourly instruction, in such a case, would be smaller than an adequate salary, not counting the further saving in maintenance. Also the nurse instructor is on time, which cannot always be said of the physician who lectures to the nurses in many subjects,—in some schools, in all subjects.